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ABSTRACT

The monograph examines the efficacy of using career education as an organizing theme around which education can be unified and by which the relevance of education can be restored to a larger number of persons. A systems approach is recommended; systematic efforts begin with an examination of the student's level of development and proceed on the basis of personal variables. It is recommended that only those teachers who are willing should be involved initially, working in small groups in a workshop atmosphere. The key to teacher enthusiasm is involvement in development. The Yonkers experience has strongly indicated that career education becomes most viable and significant when it is offered continuously through the vehicle of total infusion in the curriculum. An approach developed by the Yonkers project, Reading Improvement Through Career Education (RICE), proved valuable and is described briefly in the monograph as one process involving teachers in the development of products which specified and measured curriculum objectives and were heavily infused with career education and reading skill objectives. Teachers trained in the RICE approach report more personal satisfaction and student success than do teachers without this training. The monograph concludes with five pages of career education curriculum ideas. (Author/AJ)

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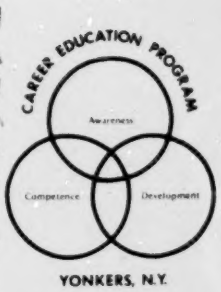

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An Infusion Strategy For Career Education

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AN INFUSION STRATEGY FOR CAREER EDUCATION

The premise on which this monograph is based, that an entire system of education can be unified around the career development theme, may seem pretentious, but it is neither premature nor an impossibility. As the outcomes of education obtained by many young persons are appraised objectively, the irrelevance and lack of specific purpose which results can be readily documented. Approximately 30% of American children leave education before high school graduation. This includes many young persons with average and high intelligence who find no meaning in school. But the need for career development is not restricted to those who drop out. Another 50% of the student population, at the conclusion of high school, enter the labor market directly. They too must come to terms with career considerations whether determined by purpose or by chance. Finally, if a college degree can be seen as something other than an end in itself, as an intermediate step in career development, than the less than 20% who reach this level also need help in facilitating their career development.

Studies demonstrate repeatedly that students assert their interest in career development but are not getting sufficient assistance in planning the steps which will lead them to their goals, to personal clarification, or to an awareness of the vocational and social contacts with which they must cope.

It is not my purpose here to exhaust the documentation which supports career development for children. Rather, it is to acknowledge that the central purposes of education – (a) to prepare the young to accept the reality of constructive pathways to adulthood; (b) to help them engage these pathways successfully; (c) and to assist them to find personal relevance in the options available to them – are not being effectively accomplished for large numbers of young people. Because of the personal and societal deficiencies which obtain as a result of this reality, fundamental realignments must occur within the totality of the educational enterprise if the elements by which it discharges its responsibilities are to be made meaningful to all students, not just certain homogeneous strata.

One of the goals toward which education must direct itself in a specific fashion is the provision for every student to apply the skills which will allow him to make a livelihood; to be responsible economically for himself and for his future family; to be employable. Such skills are not confined to the manipulative skills – the ability to use some set of tools or knowledge

to accomplish a specific task or function. While the attainment of such narrowly defined skills has validity in some isolated situations, the present dynamics of the world lend little credence to the exaggerated importance of such limited education.

The skills necessary are those by which one can use his capabilities, whether limited or great, freely and responsibly in ego-involved activities which contribute both to individual fulfillment and to society's maintenance and progress. These types of skills precede and transcend task skills. They involve personal values and attitudes which motivate one to gain task skills, to want to contribute, to be constructive. They are the foundation for goal directed behavior which is vocationally and personally effective. They involve knowledge not only made up of specific tasks but of the ways such tasks are combined interdependently in varied contexts to forge personal, social and career fulfillment. Such skills do not arise spontaneously; they must be developed in systematic ways.

This monograph examines the efficacy of using career education as an organizing theme around which education can be unified and by which the relevance of education can be restored to a larger number of persons.

Before turning to some of the implications of career education per se, it is necessary to examine some implications inherent in a systems approach to education. A systems approach to the solution of educational problems requires a restatement of the ends and means concerns of educational philosophy in terms of the application of resources (means) to the attainment of system objectives (ends).

The basic question which must be addressed is: Which resource or combination of resources (people, places, media, etc.) are appropriate for teaching what type of subject matter to what type of learner under what conditions (time, place, size of group, etc.) to achieve what purposes? Implicit in this question are such realities as the different tempos at which students can proceed through the system, the required translations of subject matter which will facilitate their progress, as well as a sequenced series of purposes or competencies to be achieved at different developmental points. Portions of knowledge and increasingly complex skill acquisition should be built one upon another according to the characteristics by which learner readiness is identified. It is necessary to define specifically and measureably the terms of competence students must demonstrate upon completion of a set of educational experiences. Abstract or global concepts are not sufficient for these purposes. They must be broken down into their components in ways which diminish

semantic effects and incremental goals so general as to be unacceptable to programming or measurement.

One of the thorniest problems of evaluation is the statement of expectations for students. It necessitates the making of valued judgments of what the pupil ought to be able to achieve and it requires descriptions of these activities in behavioral terms. If career education is to be individualized, then each student must be able to work on information or be exposed to experiences different from other students at any given time. This requires both an emphasis on diagnosis and on the availability of diverse learning experiences from which can flow prescriptions for individual progress. Thus, the individuality of pupils demands a set of expectations for each person because career choices are related closely to self concept, and are based to a great extent on environmental development. Systematic efforts to facilitate career development must begin at the student's level of development and proceed on the basis of personal variables defined by experiences, aspirations, values, capacities, and a continuously spiralling series of success experiences within the career education objectives established.

Career education requires an integrated planned approach from kindergarten to post-high school training. It involves incorporating career education into the content of the regular process of reading, English, social studies, math, art, etc. at all levels. It involves incorporating self-awareness activities at all of these levels as well. A student can make good decisions only if he is aware of who he is, what his interests are, what his aptitudes are and what his values are. It also involves knowledge of concepts of the world of work such as the relationship between leisure and work, the dependency of people in one job upon people in other jobs, the effect of geography on one's career choice, the effect of technology on career choice and job satisfaction, etc.

The need to include career education experiences early in a child's school career is becoming more apparent. There is a consensus expressed by many leaders in education and in guidance that junior high school is too late to start exposing students to career education concepts because many junior high school students already have stereotypical ideas of occupations which are unrealistic.

There is evidence to show that children are able to cope with concepts of the world as early as pre-school (Super, 1957 and Ginsberg, 1952). Many developmental theorists have postulated stages through which students progress. Although the different theorists attach a variety of names to these stages, one can generally categorize them into three groups:

1. **THE FANTASY YEARS**: The ages from 5 to 11, when children are intrigued with the image of the worker – the clothes he wears, the tools of his trade, and the fun things he does.
2. **THE TENTATIVE YEARS**: The ages of 12 through 17, when the youngster begins to look at his interests, aptitudes and values and tries to superimpose these on a work role. He may, during this period, actually try work roles on a short-term basis. He may do volunteer work which aids him in making decisions about himself, his education and a possible work role.
3. **THE REALISTIC YEARS**: From 17 to 25, the person should have a better understanding of his strengths and weaknesses. At this time he selects his occupational field. He then gains training to enter his chosen field. It is expected that he will make several occupational changes during his lifetime as a result of many circumstances.

Although age spans are listed above, they are very individual and may occur at different times. We all know adults that are still in their fantasy stage and young people who are definitely in a realistic one. Although these stages are evident in many people, there are those in whom they are not. Many people in our population choose occupations apparently by chance or choose to drift.

The implementation of a career education program is based on the belief that career – related experiences are as essential in the fantasy stage as they are in the realistic stage. Too many individuals have perceived their career choices as occurring at some specific grade level in secondary school, often based on inadequate information. Rather than permitting an individual to drift through childhood and even adolescence without adequate exposure to work, career education focuses upon the importance of providing adequate work-related experiences for children from the time they enter school. These experiences will enable them to make more realistic decisions regarding work roles and points of decision-making.

When classroom teachers are first exposed to the concept of career education, they often have questions regarding the concept and their roles. "Are you trying to put another curriculum area into our already crowded curriculum? We are now expected to teach reading, math, art, science, music, social studies, etc. How can we possibly have time to add another curriculum area?"

The answer to this is that career education is just another method to teach skills that are already being taught, another vehicle to make traditional subject matter more relevant and personal.

Secondary school teachers, when first introduced to the concept, often

feel panicky. Their question: "How can I possibly revise my curriculum when I have five different classes to teach each day?"

We suggest to teachers that they begin implementing career education experiences in one class, the one with which they feel the most comfortable. They could begin with one experience per month. Teachers are individuals and each implements career education in his own way and at his own rate. Some teachers, at the end of the year, are still providing one career education experience per month. Others are more creative and more excited and are implementing daily career education experiences.

Another question is, "Why should we force further pressure on children to make career decisions?" Career Education does not force early decisions. It acquaints children with relevant information so that when they do make decisions they are based on a background of experiences which help to make their decisions more realistic.

Other major questions persist: "How do we incorporate career education concepts into the curriculum? Who are the experts? Where do we get someone to come in to tell us what we should do?"

The experts are already in the classroom. They are the teachers in every school district who are willing to provide career exploratory experiences for the children in their classroom. These teachers can develop creative and exciting career education experiences if they are given time to work on this approach.

It is imperative that school districts develop their own program involving the entire staff. A program should be based on the educational needs of the learners in the school district, the needs of business surrounding these schools, and the creative endeavor of teachers, counselors and administrators working together to initiate a program.

The experts on what career education activities would be appropriate for each grade level are the creative teachers in the classrooms. These teachers working with someone to stimulate them to think about the world of work, to acquaint them with the resources available, can come up with the best program for their classrooms. The teachers' involvement in the production of this program provides a strong motivation for implementation. Career education experiences can be and should be integrated into all subject matter. Teachers, provided time, can create a career education program which is superior to any pre-packaged plan in that it reflects the needs and resources of that specific community and those specific learners.

There are many activities that can be planned to provide career

education experiences. Teachers generally think first of entire class field trips and speakers. However, creative teachers have planned plays, pantomimes, role playing exercises, bulletin board displays, collages, parent and business speakers, leisure time demonstrations, charts, small investigative teams of students with cameras and recorders who then report to the entire class on what they learned, mock interviews, valuing games, interest aptitude games, student reports, student interviews, student and teacher made media, art activities, and many others. A partial listing of suggested career education infused activities is contained at the end of this monograph.

Teachers may initially have difficulty in getting started. We have found the following plan to be successful. Only those teachers who are willing to begin teaching a new way should be involved in the project initially. The teachers work most efficiently when they are in groups of four to six. Groups made up of men and women are generally more creative than those consisting of all men or all women. It is best for a leader to be appointed by the group. This leader may rotate but for each working session there should be a group leader who has clearly in mind what the task is.

One important key in designing a program is for teachers to realize that they are creative and there is no one best way to implement career education. As the groups continue to work together and become accustomed to thinking along career education lines, they will become more creative and quicker at developing career experiences. Teachers at all levels find this to be an exciting way to develop curriculum once they overcome their initial reticence. Some groups have even tackled other school problems in this way.

To initiate a successful program, it is best to plan one or two consecutive days of this workshop atmosphere. After this initial session, shorter work periods, perhaps two or three hours, will be successful. A minimum of three such work periods a year should be attempted after the initial workshop session.

The workshop leader is a key person in successful planning sessions and must be able to provide a relaxed and congenial atmosphere as well as give individual teams help. Acquaintance with career education, criterion-based curriculum and experience with working with groups of teachers is essential.

Some career education programs have not lived up to expectations. A major pitfall has been the compiling of a set of career education experiences in a book which is passed out to other teachers for their use.These books are placed on the shelves by teachers because they have

no involvement in their development and therefore little motivation to implement them. Many curriculum revisions have been stifled by this method. Those teachers who have been involved in the development process cannot understand why the other teachers are not excited about it. The key, of course, is that if teachers become involved in development, they are excited about implementation.

One has essentially three options in regard to the development of career education curriculum. (1) One can develop an entire course of study dealing with the introduction to careers and offer this either as a mandated course or as an elective. (2) The teachers can develop short units ranging in length from several days to several weeks which can be added on to the normal curriculum. (3) The third option is to take the existing curriculum and build career education experiences directly into it.

Research tends to indicate that first two approaches have limited merit, at best. Our experience with a junior high school course, entitled "Introduction to Careers" showed that this was not the approach to be used if career education was to have any significant value for students. Efforts at developing short term curriculum packages (from a one-shot to a multi-day sequence) have generated minimal teacher utilization aside from the developers.

The Yonkers experience, as well as similiar kinds of experiences in other districts around the nation, has strongly indicated that career education not only becomes most viable but also plays the most significant role in educational curriculum when it is offered continuously through the vehicle of total infusion in all subject matters on all grade levels.

The total infusion approach is one that is completely consistent with statements made earlier. Teams of teachers in a given school can adapt pre-established objectives that have been developed by the school district. Given this bank of career education objectives, small groups of teachers looking at their existing curriculum can see which of the career education objectives on their grade level fit into that curriculum. They then build in these objectives and redevelop the activities which they had previously planned to accommodate not only the subject matter but the career education components. Appropriate evaluative techniques are then developed which will assess individual student's placement in the projected learning continuum and achievement after prescribed activities.

Carried to its logical extension, this effort would ultimately generate a continual career education infused curriculum. A visitor entering the class in which the teacher is using this infused curriculum would have a difficult

time determining the specific time frame when "career education was being taught". If, on the other hand, a visitor can state "career education was taught" from such time until such time, then the career education was not properly infused and it should be redone.

An approach developed by the Yonkers Career Education Project which proved extremely valuable was named the RICE approach (Reading Improvement through Career Education). Teachers were taught how to identify the curriculum objectives of their normal teaching plans. They used the bank of career education objectives developed by the Yonkers Career Education Project and infused those that were appropriate for their students and their programs. Different and/or additional activities were developed which more closely got at the curriculum and career education objectives that the teachers had articulated. They designed pre and post tests which were used with individual students to diagnose and prescribe individualized learning activities.

The groups of teachers then used the banks of reading skill objectives that had been developed for their schools and identified those objectives which most closely fit with the career education infused units previously developed. The chosen reading objectives were also infused and the activities were varied where necessary to accommodate them.

The final product therefore, was one which not only specified and measured curriculum objectives, but which also heavily infused career education and reading skill objectives. These products were then field tested by the teachers and revised as necessary. The products themselves proved to be tremendously useful to the teachers involved but, more importantly, the process of developing these products was instilled within the participants. Subsequent feedback has shown that they are continually using it to update and refine their total curriculums.

Tomes of units developed by these teachers could be reproduced and sent to other teachers. We have elected to limit this because we are convinced that the maximum student benefit is derived from the teacher's understanding and development of the process and not from the accumulation of paper. We use some of the units that were developed as samples for teachers who are first learning the process with us; when we use materials a teacher developed, we have the teacher serve as a consultant to that workshop. This not only rewards the teacher-consultant for her efforts but it also strengthens her commitment and gives the workshop participants a "real" peer to question and relate to. Tangentially, it also opens up lines of communication among teachers that

did not previously exist.

Our experience has proven to us that the key to career education is total infusion and the vehicle is teacher training, not paper production. We have also found that teachers trained in the RICE Approach report more personal satisfaction and student success from their curriculum efforts then do teachers without this training.

SOME CAREER EDUCATION CURRICULUM IDEAS

E = Elementary
S = Secondary

E	(1)	Posters listing *cluster groups* of career opportunities, listing occupations and showing pictures at top, of firemen, dentists, etc.
E	(2)	Field trips (with prepartion) to places of business.
E	(3)	"Shadow technique" – watch activity of business over period of time, watch men work, talk about their work later on in class.
E	(4)	Visits by merchants, businessmen, professional men to school to speak in classrooms.
E&S	(5)	Visits by entertainers to assembly programs to speak about their careers (after entertaining) to entire student body.
E	(6)	Survey parents (grades K-3) Survey neighbors (grades 4-6) For understanding Survey relatives (grades 4-6) for careers.
E&S	(7)	Slide program showing Career Education.
E	(8)	Make learning activity packet or workbook on Career Education.
E	(9)	Create career clusters in classroom. Children go to cluster groups.
E&S	(10)	Career Education cards listing community resource people who are interested.
E	(11)	"Hands on" tools in classroom brought by mechanics, craftsmen, etc.
E	(12)	Sign-up sheet for meeting with craftsmen (trout fishing, fly-tying, etc.)
E&S	(13)	Survey community (library, business, etc.).
E&S	(14)	Get free materals from businesses.
E&S	(15)	Work within 4-H and others (natural associations).
S	(16)	Student exchange; exchange students with urban areas.

E&S	(17)	Break-down manufacturing, for example, to see 500 possible careers in that one field.
E&S	(18)	Make resource data sheet of community.
E&S	(19)	Make a file of resources at BOCES available to teachers.
E&S	(20)	Write letters to teachers and career education specialists, "Yes, we know you're teaching Career Education; what ideas do you have?"
E	(21)	Create Career Education Box, e.g. Restaurant Box with menu, chef's hat, place mat, aprons, plastic dishes, tray, etc.
E&S	(22)	Make a list of film strips, etc. for the library.
E&S	(23)	"Role play" different situations in Careers.
E&S	(24)	Give decision-making experiences in choosing careers.
E&S	(25)	Sell products at activity time in simulating a business career.
E&S	(26)	Take pictures of "Shadow technique", and make into a film strip.
E&S	(27)	Have a one-half day workshop, invite resources people. Have booths, sign-up sheet. Introduce skills required for various careers. Take display into the community.
E&S	(28)	Use retired people who have crafts, skills as resource people.
E&S	(29)	Devise an inventory of community careers and make available to teachers.
E&S	(30)	Send questionnaire to business: Can you take the kids on a tour? Is there a film on your business? Are there posters on your business? Can you send representatives to the school? Do you have demonstration material for display at the school?
E&S	(31)	Have a Career Education bulletin board – move it around the school.
E&S	(32)	Have a Career Education newsletter and send out to other classes and schools.
E&S	(33)	Organize a panel discussion on Career Education with students and teachers and invite other classes and teachers.
E&S	(34)	Write sample lesson plans for teachers and invite them to view a reinactment of the plan in class.

E&S	(35)	Hold a Career Education Day for the whole school and demonstrate various careers. Invite outside resource people to show films and represent careers.
E&S	(36)	Build a Career Education curriculum and resource center in your school.
E&S	(37)	Hold a workshop with other teachers. Develop skills in integrating Career Education into existing curriculum. Each teacher writes a lesson plan. Put plans together and pilot test them in the school. Make available to other schools if successful.
E	(38)	Make paper hats representative of various occupations, e.g. – construction workers, nurses, etc.
E	(39)	Make a map of the community indicating the location of different businesses and occupations.
E	(40)	Act out occupations and have class guess what occupation it is, clues can be introduced, e.g. – a piece of rope, emergency squad.
E	(41)	Study occupations involving giant machines. Visit construction sites, observe, make rough sketches of machines, make drawings in class, discuss.
E	(42)	Pantomime activities typical of workers in the neighborhood. Try to fit pantomime to music. Create a dance. Changes in dance come with naming the occupations out loud.
S	(43)	Hold dances, picnics, social events using theme of Career Education.
E&S	(44)	Create special display on careers in prominent place in school.
E&S	(45)	Hold meeting of teachers, each with one written lesson plan. Same level or subject area. Integrate Career Education into each plan. Put together in booklet. Pilot test in school. Do the same for each level and subject and put together as book.
E	(46)	Make Learning Activity Packets (LAPs) containing activities for children in Career Education.
E&S	(47)	Write for information and displays from businesses in nearby cities.
E	(48)	Combine sports with Career Education. For example, position several children as "customers" in the middle, surrounded by four aggressive "salesmen" who try to hit

the "customers" below the waist with a volley ball. When hit, the customer gives up one of his purchase slips to the salesman who hit him; the salesman passes it to his "executive" on the perimeter. "Customers" no longer holding purchase slips are retired from the game. The executive holding the most slips constitutes (with his salesman) the winning company.

E&S (49) Make an inventory of all the other jobs teachers and administrators in the school have held in the past.

E (50) Cut out pictures from newspapers and magazines showing people and their occupations. Make a scrapbook.

E (51) Make a Career Tree and hang the names of careers from the branches. Call it "I Want to be Tree".

E (52) Make a quiz game of careers similar to Twenty Questions. The class has twenty yes or no questions to ask to guess the occupations.

S (53) Devise a questionnaire which could search out the degree to which individuals are happy with their careers.

S (54) Make a list of job opportunities in your community and advertise them in your school.

E&S (55) Collect classified ads and construct a chart showing the average salaries for various categories of careers.

E (56) Make a list of tools used by workers in their jobs.

E&S (57) Make a movie of "One Day in the Life of a Teacher", "One Day in the Life of a Plumber", etc.

E&S (58) Design a career-related obstacle course, e.g., balance beam – construction worker, jumping rope, boxer, etc. Make career folders with pictures, articles.

E&S (59) Collect "past" occupations that no longer exist, e.g., tinker, copper, whaler, etc.

E&S (60) Interview the Guidance Counselor in your school to see what is done in his office in the way of Career Education.

E&S (61) Make a list of occupations in which machines have replaced workers.

E&S (62) Make a list of careers that would require a good command of English, of math, etc.

E&S (63) Make cassette tapes of "People at Work" which have individuals speaking about their jobs. Keep these to play to students interested in those careers.

E&S	(64)	Make a list of "blue collar" and "white collar" jobs, using newspapers ads, yellow pages, etc.
E	(65)	Draw pictures of "People at Work". Color them. Display them in the room and corridor.
E&S	(66)	Divide careers into glamorous, dangerous, routine, etc. categories.
E&S	(67)	Enumerate skills required in each career, e.g., writing, artistic, physical, manual, clerical, musical, creative, persuasive, mental, scientific.
S	(68)	Write a play in which parents urge a child to enter a career against his wishes. Show dilemma and resolution of conflict.
S	(69)	Hold a debate *for* and *against* better Career Education in your school.
E&S	(70)	Write a Career Education brochure for parents, one for students, and one for teachers.
S	(71)	Write newspaper articles on the need for Career Education and submit to newspaper.
S	(72)	List occupations under categories of professional, skilled, semi-skilled, and unskilled.
S	(73)	Create a role-playing situation between a job seeker and an employment counselor or prospective employer.
S	(74)	Study the overabundance of workers in certain careers and the underabundance in others.
E&S	(75)	Review Career Education curriculum materials created by other school systems.
E&S	(76)	Develop a formal Industrial-Education Council in your school district to carry out and sponsor Career Education programs.